Results

Results of the present study will be demonstrated according to 7 parts as follows:-

Part 1:- Identification data of students. Table (1)

Part 2:- Knowledge of students about psychiatric mental health course before and after psychiatric experience (tables 2-7).

Part 3:- Students' level of anxiety at first week and last week of their psychiatric clinical experience (table 8).

Part 4:- Observation of students' behavior during clinical training (table 9, 10).

Part 5:- Psychiatric nursing clinical performance evaluation (tables 11-17).

Part 6:- Correlation between students' level of anxiety and their levels of clinical performance (table 18).

Part 7:- Correlation between students' level of anxiety and their knowledge (tables 19,20).

Part I: Identification data of students in the study.

Table (1): Identification data of students in the study.

Item	Number	Percent
*age		
<22	189	96.0
>22	8	4.0
*last achievement		
Pass	17	8.5
Good	27	13.7
Very good	123	62.5
Excellent	30	15.3
Total	197	100.0

This table showed that, the total number of students was (197). The majority of them were under 22 years old (96.0%) and only (4.0%) over 22 years old. In accordance with the**ir** *last achievement*, the majority of them were scoring "Very good" (62.5%).

Part II: Knowledge of the students about psychiatric mental health course before and after psychiatric experience.

Table (2) knowledge about mental illness as perceived by the students before and after psychiatric experience

Interval / Variable	Before experience N=197		After experience N =197		X^2	P
	No	%	No	%		
*Definition						
Complete answer.	67	34.0	152	77.2		
Incomplete answer.	105	53.3	37	18.8	50.86	<0.001
Wrong answer.	25	12.7	8	4.0		
*Causes						
Complete answer.	66	33.5	141	71.6		
Incomplete answer.	111	56.3	44	22.3	42.36	<0.001
Wrong answer.	20	10.2	12	6.1		
*Diagnosis						
Complete answer.	66	33.5	162	82.2		
Incomplete answer.	116	58.9	27	13.7	69.58	<0.001
Wrong answer.	15	7.6	8	4.1		
* Management						
Complete answer.	79	40.1	165	83.8		
Incomplete answer.	107	54.3	20	10.2	52.44	<0.001
Wrong answer.	11	5.6	12	6.0		

This table showed that, there was a highly significant difference between knowledge about mental illness as perceived by the students before and after psychiatric experience. As regards students' knowledge about mental illness, the highest percentage was (58.9%) for incomplete answer before psychiatric experience related to ***Diagnosis***. While, after experience the highest percentage was (83.8%) for complete answer related to ***Management.***

Table (3) knowledge about general appearance of psychiatric patient as perceived by the students before and after psychiatric experience

Interval / Variable	Before experience N=197		After experience N =197		X^2	P
	No	%	No	%		
*Facial expression						
Complete answer.	60	30.5	165	83.8		
Incomplete answer.	105	53.3	28	14.2	109.51	<0.001
Wrong answer.	32	16.2	4	2.0		
*Personal hygiene						
Complete answer.	72	36.6	157	79.8		
Incomplete answer.	106	53.8	32	16.2	48.72	<0.001
Wrong answer.	19	9.6	8	4.0		
*Dress						
Complete answer.	65	33.0	165	83.8		
Incomplete answer.	108	54.8	24	12.2	68.89	<0.001
Wrong answer.	24	12.2	8	4.0		

This table illustrated that, there was a highly significant difference related to knowledge about general appearance of psychiatric patient as perceived by the students before and after psychiatric experience; the highest percentage was (54.8%) for incomplete answer before psychiatric experience related to *Dress*. While, after psychiatric experience the highest percentage was (83.8%) for complete answer related to *Facial expression and Dress*.

Table (4) knowledge about psychosocial and physical needs of psychiatric patients as perceived by the students before and after psychiatric experience

Interval Variable	Before experience N=197		After experience N =197		X^2	P
	No	%	No	%		
*Psychological needs						
Complete answer.	74	37.6	161	81.7		
Incomplete answer.	95	48.2	24	12.2	57.80	<0.001
Wrong answer.	28	14.2	12	6.1		
*physical needs						
Complete answer.	65	33.0	165	83.8		
Incomplete answer.	108	54.8	24	12.2	68.89	<0.001
Wrong answer.	24	12.2	8	4.0		
* Social needs						
Complete answer.	71	36.1	185	93.9		
Incomplete answer.	110	55.8	8	4.1	99.55	<0.001
Wrong answer.	16	8.1	4	2.0		

This table showed that, there was a highly significant difference between students' knowledge about psychosocial and physical needs of psychiatric patient before and after psychiatric experience; the highest percentage was (55.8%) for incomplete answer before experience related to *Social needs*. While, after experience the highest was (93.9%) for complete answer related to *Social needs*.

Table (5) knowledge about behaviors and activities of psychiatric patients as perceived by the students before and after psychiatric experience

Interval / Variable	Before experience N=197		After experience N =197		X^2	P
	No	%	No	%		
*Behavior						
Complete answer.	62	31.5	155	78.7		
Incomplete answer.	107	54.3	34	17.3	66.24	<0.001
Wrong answer.	28	14.2	8	4.0		
*Activity						
Complete answer.	72	36.5	155	78.7		
Incomplete answer.	93	47.3	36	18.3	61.89	<0.001
Wrong answer.	32	16.2	6	3.0		

Table (5) revealed that, there was a highly significant difference related to students' knowledge about behaviors and activities of psychiatric patients before and after psychiatric experience; the highest percentage was (54.3%) for incomplete answer before psychiatric experience and the lowest percentage was (14.2%) for wrong answer. While the highest percentage was (78.7%) for complete answer after experience and the lowest percentage was (3.0%) for wrong answer.

Table (6) Knowledge about the communication between the patients and health team member as perceived by the students before and after psychiatric experience

Interval / Variable	Before experience N=197		After experience N =197		X^2	P
	No	%	No	%		
*principle						
Complete answer.	69	35.0	157	79.7		
Incomplete answer.	100	50.8	25	12.7	55.15	<0.001
Wrong answer.	28	14.2	15	7.6		
*Doctor–patient relationship						
Complete answer.	70	35.5	163	82.7		
Incomplete answer.	107	54.3	30	15.3	73.63	<0.001
Wrong answer.	20	10.2	4	2.0		
*nurse-patient relationship						
Complete answer.	69	35.0	161	81.7		
Incomplete answer.	105	53.3	21	10.7	54.24	<0.001
Wrong answer.	23	11.7	15	7.6		

This table illustrated that, there was a highly significant difference between knowledge about the communication between the patients and health team member as perceived by the students before and after psychiatric experience; the highest percentage was (54.3%) for incomplete answer and the lowest percentage was (10.2%) for wrong answer before psychiatric experience. While, after experience the highest was (82.7%) for complete answer and the lowest percentage was (2.0%) for wrong answer.

Table (7) perception of students about mental health hospital set up before and after psychiatric experience

Interval Variable	Before experience N=197		After experience N =197		X^2	P
	No	%	No	%		
*hospital building						
Complete answer.	70	35.5	141	71.6		
Incomplete answer.	98	49.8	44	22.3	43.32	<0.001
Wrong answer.	29	14.7	12	6.1		
*patient room						
Complete answer.	73	37.1	169	85.8		
Incomplete answer.	108	54.8	20	10.2	72.00	<0.001
Wrong answer.	16	8.1	8	4.0		

This table showed that, there was a highly significant difference related to students' knowledge about mental health hospital set up before and after psychiatric experience; the highest percentage was (54.8%) for incomplete answer and the lowest percentage was (8.1%) for wrong answer before psychiatric experience. While, after experience the highest percentage was (85.8%) for complete answer and the lowest percentage was (4.0%) for wrong answer.

Part III: Students' level of anxiety at first week and last week of their psychiatric clinical experience

Table (8) students' level of anxiety at first week and last week of their Psychiatric clinical experience

Interval / Variable	1st week of clinical N=197		Last week of clinical N =197		X^2	P
	No	%	No	%		
*Level of anxiety						
No anxiety	1	0.5	26	13.2		
Mild anxiety	4	2.0	27	13.7		
Moderate anxiety	46	23.4	110	55.8	105.62	<0.001
Severe anxiety	78	39.6	32	16.3		
Very severe anxiety	68	34.5	2	1.0		

This table showed that, there was a highly significant difference between students' level of anxiety before and after their psychiatric clinical experience; the highest percentage was (39.6%) for severe anxiety level. While the highest percentage was (55.8%) for moderate anxiety level at last week of clinical experience.

Part IV: Observation sheet.

Table (9) Number and percentage distribution of students' abilities to apply communication skills with psychiatric patient during their training

Items	N =197					
	Not done		Done			
			Inappropriate		Appropriate	
	No	%	No	%	No	%
*Most of verbal comments follow the lead of the patients.	3	1.5	7	3.5	187	95.0
*Ask open-ended questions.	10	5.0	16	8.0	171	87.0
*Give guidance and instruction to patients.	2	1.0	8	4.0	187	95.0
*Sensitive to the patient needs	3	1.5	16	8.0	178	90.5
* Paraphrase a patient's nonverbal behaviors.	9	4.5	21	10.5	167	85.0
*Active listening to the patients.	15	7.5	25	12.5	157	80.0
*Maintain appropriate eye contact.	5	2.5	12	6.0	180	91.5
*Encourage patient to talk about his feelings.	0	0.0	27	13.5	170	86.5
*Restate and clarify patient's ideas.	6	3.0	18	9.0	173	88.0
*Summarize in few words the basic ideas of along statement made by patients.	3	1.5	8	4.0	186	94.5
*Give feed back.	14	7.0	30	15.0	153	78.0
*Make statements that reflect the person's feelings.	11	5.5	18	9.5	168	85.0
*Assist the patient to list some alternatives available.	25	12.5	20	10.0	152	77.5
*Assist the patients to identify some goals specific.	40	20.0	15	7.5	142	72.5
*At least 75% or more of her responses help enhance and facilitate communication.	5	2.5	8	4.0	184	93.5

Table (9) illustrated the students' abilities to apply communication skills with psychiatric patient during their training; the highest percentage of (95.0%) was done appropriately related to most of verbal comments follow the lead of the patients and Give guidance and instruction to patients. While, the lowest percentage of (0.0%) was not done related to Encourage patient to talk about his feelings.

Table (10) Number and percentage distribution of students'

professionalism during their training as observed

by the researcher

Items	N =197					
	Not done		Done			
			Inappropriate		Appropriate	
	No	%	No	%	No	%
*Maintains ethical behavior	3	1.5	5	2.5	189	96.0
*Willing to change	2	1.0	15	7.5	180	91.5
*Respects rights and opinions of others	10	5.0	15	7.5	172	87.5
*Seeks supervision when needed	4	2.0	11	5.5	182	92.5
*Accept input from others	2	1.0	8	4.0	187	95.0

Table (10) illustrated the students' professionalism during their training as observed by the researcher; the highest percentage of (96.0%) was done appropriately related to Maintains ethical behavior. While, the lowest percentage of (1.0%) was not done related to accept input from others

Part V: Psychiatric nursing clinical evaluation sheet.

**Table (11) Number and percentage distribution of students'   application
of their knowledge and principles of psychiatric during
their training as evaluated by the researcher**

Items	N =197									
	Fail		Pass		Good		Very good		Excellent	
	No	%	No	%	No	%	No	%	No	%
*Identify sign and symptom	5	2.5	18	9.1	48	24.0	57	28.5	69	35.9
* Understand the patient diagnosis and behavior	3	1.5	10	5.0	55	28.0	70	36.0	59	29.5
*Understand all information regarding drug therapy	4	2.0	17	8.6	40	20.3	76	38.6	60	30.5
*Apply theoretical knowledge	2	1.0	9	4.6	50	25.4	71	36.0	65	33.0
*Analyzes the effect of psychopathology	11	5.6	30	15.2	40	20.3	66	33.5	50	25.4
*Describes individual and population-focused on level of prevention	14	7.1	34	17.2	42	21.3	60	30.5	47	23.9
*Set priorities for patient care activity	6	3.0	9	4.6	37	18.8	88	44.7	57	28.9
*Follow the principle of psychiatric nursing	6	3.0	9	4.6	40	20.3	81	41.1	61	31.0
*Make relevant observation to the patient responses	10	5.0	15	7.5	45	23.0	68	34.5	59	30.0
*Use sense efficiently in assessment	4	2.0	19	9.6	48	24.4	66	33.5	60	30.5
*Carries out any procedures	15	7.6	24	12.2	37	18.8	66	33.5	55	27.9
*Carries out any psychological activity therapy	7	3.5	10	5.0	48	24.5	71	36.0	61	31.0

Table (11) revealed the students' application of their knowledge
and principles of psychiatric during their training; the highest percentage
was (44.7%) related to Set priorities for patient care activity. While, the
lowest percentage was (1.0%) related to the item of Apply theoretical
knowledge.

Table (12) Number and percentage distribution of students' abilities to apply communication skills with psychiatric patient during their training as evaluated by the researcher

Items	N =197									
	Fail		Pass		Good		Very good		Excellent	
	No	%	No	%	No	%	No	%	No	%
*Have self-awareness and self-understanding	4	2.0	4	2.0	50	25.4	73	37.1	66	33.5
*Establish rapport with patient	2	1.0	9	4.5	51	25.9	60	30.5	75	38.1
*Apply the technique of therapeutic communication	2	1.0	9	4.5	49	24.9	77	39.1	60	30.5
*Avoid barriers of communication	3	1.5	7	3.6	45	22.8	75	38.1	67	34.0
*Give guidance and instruction	2	1.0	8	4.1	52	26.4	72	36.5	63	32.0
*Sensitive to the patient needs	3	1.5	16	8.1	35	17.8	75	38.1	68	34.5
*Establish rapport with colleagues	3	1.5	21	10.7	43	21.8	70	35.5	60	30.5
* Establish rapport with staff-member and instructors	3	1.5	18	9.2	45	22.8	69	35.0	62	31.5
*Analyzes and modifies therapeutic interaction	2	1.0	16	8.1	52	26.4	67	34.0	60	30.5

Table (12) revealed the students' abilities to apply communication skills with psychiatric patient during their training; The highest percentage was (39.1%) related to Apply the technique of therapeutic communication. While, the lowest percentage was (1.0%) related to Establish rapport with patient, applies the technique of therapeutic communication, Give guidance and instruction and Analyzes and modifies therapeutic interaction.

Table (13) Number and percentage distribution of students' abilities to record and report her observation during their training as evaluated by the researcher

Items	N =197									
	Fail		Pass		Good		Very good		Excellent	
	No	%	No	%	No	%	No	%	No	%
*Record any observation accurately, comprehensively and concisely	7	3.6	10	5.1	45	22.8	72	36.5	63	32.0
*Report any observation which need immediate action	6	3.0	11	5.6	49	24.9	73	37.1	58	29.4

Tables (13) revealed the students' abilities to record and report her observation on psychiatric patient during their training; As regarded to Record any observation accurately, comprehensively and concisely; The highest percentage was (36.5%). While, the lowest percentage for this item was (3.6%). On the other hand, the highest percentage was (37.1%) related to Report any observation which need immediate action, While, the lowest percentage for this item was (3.0%).

Table (14) Number and percentage distribution of students' abilities regarding application of nursing process on psychiatric patient during their training as evaluated by the researcher

Items	N =197									
	Fail		Pass		Good		Very good		Excellent	
	No	%	No	%	No	%	No	%	No	%
*Assess the patient using holistic approach	6	3.0	18	9.1	34	17.3	74	37.6	65	33.0
*Analyzes patient history	7	3.6	10	5.0	40	20.3	74	37.6	66	33.5
*Identify and formulate patients problems	2	1.0	5	2.5	50	25.5	81	41.1	59	29.9
*Collaborates with client in determined the appropriate nursing goal	11	5.6	21	10.7	45	22.8	70	35.5	50	25.4
*Considers economic, cultural factor in planning care	2	1.0	10	5.1	53	26.9	70	35.5	62	31.5
*Apply the appropriate nursing intervention	2	1.0	12	6.1	40	20.3	76	38.6	67	34.0
*Analyzes and critiques care and modification to improve care	9	4.6	20	10.2	45	22.8	67	34.0	56	28.4

Table (14) revealed the students' abilities regarding application of nursing process on psychiatric patient during their training; The highest percentage was (41.1%) related to Identify and formulates patient's problems. While, the lowest percentage was (1.0%) related to Considers economic, cultural factor in planning care, apply the appropriate nursing intervention and Identify and formulate patient's problems.

Table (15) Number and percentage distribution of students' abilities to apply leadership role during their training as evaluated by the researcher

Items	N =197									
	Fail		Pass		Good		Very good		Excellent	
	No	%	No	%	No	%	No	%	No	%
*Show interest and initiative to work	2	1.0	14	7.1	44	22.3	74	37.6	63	32.0
*Work effectively within group	6	3.0	10	5.1	45	22.9	58	29.5	78	39.5
*Lead the group	7	3.6	16	8.1	43	21.8	58	29.4	73	37.1

Table (15) revealed the students' abilities to apply leadership role during their training; the highest percentage was (39.5%) related to Work effectively within group. While, the lowest percentage was (1.0%) related to the items of Show interest and initiative to work.

Table (16) Number and percentage distribution of students' punctuality and grooming during their training as evaluated by the researcher

Items	N =197									
	Fail		Pass		Good		Very good		Excellent	
	No	%	No	%	No	%	No	%	No	%
*Well groomed using prescribed uniform.	4	2.0	16	8.1	43	21.9	53	26.9	81	41.1
*Good attendance	2	1.0	7	3.5	50	25.5	60	30.5	78	39.5
*Punctual	7	3.6	20	10.2	39	19.8	59	29.9	72	36.5

Table (16) revealed the students' punctuality and grooming during their training; the highest percentage was (41.1%) related to well groomed using prescribed uniform. While, the lowest percentage was (1.0%) related to the item of Good attendance.

Table (17) Number and percentage distribution of Students' total score of clinical performance during their training.

Total score	N =197									
	Fail		Pass		Good		Very good		Excellent	
	No	%	No	%	No	%	No	%	No	%
Knowledge and principles	7	3.5	10	5.0	50	25.5	70	35.5	60	30.5
Communication skills	3	1.5	15	7.5	45	23.5	70	35.5	64	32.0
Record and report her observation	5	2.5	13	6.5	43	22.0	74	37.5	62	31.5
application of nursing process	7	3.5	15	7.5	44	22.5	71	36.0	60	30.5
leadership role	7	3.5	12	6.0	43	22.0	65	33.0	70	35.5
punctuality and grooming	6	3.0	13	6.5	42	21.5	62	31.5	74	37.5

Table (17) revealed the students' total score of clinical performance during their training; the highest percentage was (37.5%) related to Record and report her observation and punctuality and grooming. While, the lowest percentage was (1.5%) related to the item of Communication skills.

Part IX: Correlation between student's levels of anxiety and their levels of clinical performance.

Table (18) correlation between students' level of anxiety and their level of clinical performance

Item	r	P
Level of anxiety Level of Clinical performance	- 0.831	<0.01

Table (18) showed that, there was significant correlation, coefficients between students' level of anxiety and their level of clinical performance (r=-0.831, p= < 0.01)

Part X: Correlation between students' levels of anxiety and students' knowledge.

Table (19): Correlation between students' level of anxiety and their knowledge before experience

Total knowledge	Level of anxiety before experience	
	r	**P**
*Score about mental illness before psychiatric experience.	- 0.042	> 0.05
*Score about general appearance before psychiatric experience.	-0.031	<0.05
*Score about patients needs before psychiatric experience.	-0.002	<0.01
*Score about behaviors and activities before psychiatric experience.	-0.026	> 0.05
*Score about communication health team with patient before psychiatric experience.	-0.098	> 0.05
*Score about mental health set up before psychiatric experience.	-0.025	<0.05

Table (19) showed that, there was significant negative correlation coefficient between students' level of anxiety and their knowledge about general appearance and mental health set up before experience (p <0.05) and knowledge about patients needs (p <0.01).

Table (20): Correlation between students' level of anxiety and their knowledge after experience

Total knowledge	Level of anxiety after experience	
	r	P
*Score about mental illness after psychiatric experience.	- 0.75	> 0.05
*Score about general appearance after psychiatric experience.	-0.65	<0.01
*Score about patients needs after psychiatric experience.	-0.818	<0.01
*Score about behaviors and activities after psychiatric experience.	-0.458	<0.01
* Score about communication health team with patient after psychiatric experience.	-0.718	<0.01
*Score about mental health set up after psychiatric experience.	-0.65	<0.01

Table (20) showed that, there were significant negative correlation coefficients between students' level of anxiety and their knowledge in all items   (p <0.01) except knowledge about mental illness (p > 0.05).